

## **CHAPTER I**

### **INTRODUCTION**

This chapter presents the whole introduction of the research. It consists of six points. Those are (1) research background, (2) research problems, (3) research objective, (4) scope and limitation (5) research significance, and (6) definition of key terms.

#### **1.1 Research Background**

As a foreign language, English is presented in a different portion for students in school and university level. In schools level, English is a course taught generally. Meanwhile, in university level, English is designed for various specific majors. Thus, English should have more specific contents that it is used appropriately. English which supports those specific majors is called as English for Specific Purposes (ESP). Furthermore, in ESP, there are four English skills such as; speaking, listening, reading and writing that should be mastered by students. In Indonesia, the government has been set up English as part of the curriculum. One of the important skill is speaking, because many language learners regard speaking ability as the measurement of language mastery. According to Kitkauskiene (as cited in Titik, 2016, p. 1), “English for Specific Purposes (ESP) is determined by different –professional/occupational, social, and other needs of the learner”. For instance, the students who take engineering major should learn English for engineering and if they take law major, they should learn English for it as well.

As one of the excellent university in Malang, University of Muhammadiyah Malang (UMM) encourages the development of academic and non-academic abilities. Therefore, UMM has applied ESP as English language program under the auspices of English Language Center. This program is a compulsory course for all departments or faculties in UMM. Based on the Rector Letter of Reference Number: E.2.d/588/UMM/VIII/1999 issued on August 3, 1999 starting from 2008/2009, ESP has been offered in two semesters which has the following subjects, including Speaking, Writing, Reading and Listening. For ESP I, it is taught for the first semester, and ESP II is for the second semester. In fact, there are many students in UMM who get difficulties in learning English, especially in speaking skill.

In UMM, there are many students have some problems in speaking. According to Hosni (as cited in Nakhlah, 2016), “many studies have indicated that oral language development has largely been neglected in the classroom, and most of the time, oral language in the classroom is used more by teachers than by students”. Moreover, another student’s difficulty is because they do not have any partner to practice English. Consequently, the students have less motivation to speak in English. Thus, this is an important task for the instructor to find the way to cope with those problems by creating teaching and learning process creatively and innovatively, such as using media to support it.

Media become one of the important things in teaching and learning process. It is a tool which is used to convey a message to the learner and make the

learning objective easier to reach. As stated by Munadi (2008), media are everything which can convey message from a source. Therefore, the learners can receive the material efficiently and effectively. Moreover, Zwaneveld and Bastiaens (as cited in Aravind and Kumar, 2015, p. 308), report that “using the term ‘media’ means that it is about means that support the teachers’ main professional task in the classroom: supporting the learning processes of the students by his or her teaching”. Because of that, the teacher is possible to bring the media in every class including visual, audio, and audio visual media. According to Munadi (2008), the usage of teaching media in teaching and learning process increases the motivation and stimulates student to learn. Thus, using media in teaching and learning process is essential because it helps students to understand the material easily.

On the other hand, in this era of technological development, the teachers are demanded to be able to operate the computer. Through the computer, teacher can easily create the media for teaching and learning process. Moreover, there are many application programs which can be utilized in teaching and learning, such as Microsoft Power Point.

Power Point becomes one of the popular applications in the education field in teaching and learning process. It is an example of media which is commonly used in oral presentations in classrooms. Furthermore, according to Mahzum (2008), it is easy to learn because the features inside is simple and widely

available. More importantly, the use of Power Point is possible to create new media, such as Pecha Kucha.

Pecha Kucha (Japanese pronunciation ‘petcakutca’) is literally translated as “chit chat”. Despite it’s growing popularity within various disciplines, the introduction of this presentation style was a new and interesting phenomenon. According to Hirst (2016),

“The format of Pecha Kucha is contained of 20 slides are shown for 20 seconds, resulting in a 6 minute and 40 second presentation, facilitates concise and fast-paced presentations, and was devised by Astrid Klein and Mark Dytham of Klein Dytham architecture to help presenters to tell a story, rather than trying to describe the slide (p. 140-141).”

Besides, using Pecha Kucha is an alternative way or “lean-forward” performance to get the new atmosphere in class. It is used to support and encourage students to form an innovative and enterprising behavior.

Considering the importance of learning Speaking by using Pecha Kucha, the researcher is interested to know the implementation of Pecha Kucha as the media in Speaking class of ESP program at University of Muhammadiyah Malang, especially by second semester of Indonesian Language and Literature Department students. ESP Speaking class is taken as the subject of the research because there is an instructor who applies Pecha Kucha as media in teaching and learning process which is related to this research. Based on Tomsett and Shaw (2014), in their research entitled, “Creative Classroom Experience Using Pecha

Kucha to Encourage ESL Use in Undergraduate Business Courses: A Pilot Study”, the result of the research indicated the useful of Pecha Kucha in delivered business course in English. However, the researcher does not find previous study which conduct in ESP Speaking class yet.

## **1.2 Research Problems**

Based on the research background above, there are some problems as follows:

1. How is the implementation of Pecha Kucha in the ESP Speaking class for the second semester students of Indonesian Language and Literature Department of University of Muhammadiyah Malang?
2. What are the problems faced by the ESP students in the second semester of Indonesian Language and Literature Department of University of Muhammadiyah Malang in learning Speaking using Pecha Kucha?
3. How do the ESP students in second semester of Indonesian Language and Literature Department of University of Muhammadiyah Malang cope with the problems?

## **1.3 Research Objectives**

1. To know the implementation of Pecha Kucha in the ESP Speaking class for the second semester students of Indonesian Language and Literature Department of University of Muhammadiyah Malang.

2. To know what problems faced by the ESP students in the second semester of Indonesian Language and Literature Department of University of Muhammadiyah Malang in learning Speaking by using Pecha Kucha.
3. To know how the ESP students in the second semester of Indonesian Language and Literature Department of University of Muhammadiyah Malang cope with the problems of learning Speaking by using Pecha Kucha.

#### **1.4 Scope and Limitation**

The scope of this research is Pecha Kucha as the media used by the English students in ESP Speaking class at University of Muhammadiyah Malang. Meanwhile, the limitation is only for the second semester students of Indonesian Language and Literature Department of University of Muhammadiyah Malang.

#### **1.5 Research Significance**

The researcher hopes this research can give some contributions in learning English, particularly for the ESP students, English instructor in ESP Speaking class, University of Muhammadiyah Malang and other researchers as follows:

1. For the ESP students in Speaking class, this research is aimed to help students to learn English in a different way, especially the use of media in learning speaking. Hence, the student will be more interested and enjoy to study English.
2. For the instructor of ESP Speaking class, the researcher hopes it will be useful to contemplate in using this media in teaching and learning process, especially

in speaking. Indeed, it will increase the instructor's quality in their teaching process.

3. The researcher hopes that this research can be useful as reference for next researchers who want to conduct the same research about the use of Pecha Kucha as media in learning process.

### **1.6 Definition of Key Terms**

In order to avoid misunderstanding about the meaning of the terms used in this research, the definition of key terms are presented. Those terms are:

1. *Pecha Kucha* is a simple format presentation which contains of twenty slides and it is presented in twenty seconds for each slide, resulting in six minutes and forty-second presentation (Hirst, 2016).
2. *Media* are everything which can convey message from a source. Therefore, the learners can receive the material efficiently and effectively (Munadi, 2008).
3. *Problem* is any significant confusing and challenging situation (Gamit, 2012).
4. *Speaking* is the delivery of language through the mouth to convey meaning (Nunan, 2005).
5. *English for Specific Purposes* is a specific English teaching that focus on the learners' special need or requirement (Lamri, 2016).